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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF CHARLESTOWN,

DECEMBER 1853.

CHARLESTOWN:
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1854.

SCHOOL REPORT.

In compliance with the law of the Commonwealth, the School Committee of the City of Charlestown, respectfully submit the following Report:

The superintendence of the method of instruction for over thirty-six hundred children, the care of the school rooms, the adjustment of difficulties between teachers and parents growing out of cases of discipline, the perseverance in a steady progressive policy, constitute a work of no ordinary responsibility. To do it thoroughly requires a heavy tax of labor and time. These have been freely bestowed, during the past year, by the School Committee. They have, besides the usual visits to the schools, twice thoroughly examined each of them, class by class. The results have been given in reports on the condition of each, containing more or less in detail as the circumstances seemed to require, presented to the Board. Annual public exhibitions of the

schools also have been given, which have been attended by the parents and friends in as large numbers as the capacities of the rooms would afford. After such inspection, the Committee feel safe in stating that the heavy taxation for the support of educational purposes, has been applied to the support of a system that furnishes an enviable opportunity for the education of the youth of our community.

The amount asked of the City Council, at the commencement of the year, was twenty-eight thousand dollars, and this sum was appropriated. A small portion of it was expended in the alterations made in the Harvard school rooms, by altering the partitions, and in repairs in various school rooms, but the most of this sum has been used for the teachers' salaries, fuel, and the care of the rooms. Two Primary Schools have been established, and the Intermediate School has been put in operation. These constitute the principal changes made the past year.

There are now four grades of Schools: the Primary, the Intermediate, the Grammar, and the High. There are twenty-nine Primary Schools, one Intermediate School, eight Grammar Schools, and one High School. At the close ofthe October term there were, in the Primaries, 2071 pupils, forty-three more than at the same time in 1852 ; in the Intermediate School, 49 ; in the Grammar Schools, 1414, 84 more than there were last year; and in the High School, 86, eight less than there were last year. The total number of scholars in Octo-

ber, 1852, was 3453 ; in October, 1853, it was 3,620 ; increase, 167. The increase from 1851 to 1852, was 204; total, in two years, 371. This increase of scholars shows the necessity there will be for an increase of schools. Some of the Primaries and the Grammar Schools are much crowded, and this will require a heavier appropriation for the schools.

PRIMARY SCHOOLS.

The following tables contain the statistics of the Primary Schools at the close of the winter and summer terms :—

No. of Schools.	Primary Schools. — Teachers Names.	Wint. Term, ending April 1853 Whole No.	Boys.	Girls.	No. at close of Winter T.	Boys.	Girls.	Average attendance.	Present at Examination	No. of visits of Sub-Com.	Names of Sub-Committees.
1	Mary J. Brown,	93	45	48	75	40	35	45	65	4	A. B. Shedd.
2	M. B Skilton,	118	56	62	107	50	57	74	81	6	Warren Rand.
	Hannah H. Sampson,	106	55	51	86	45	41	61	75	7	" "
4	Charlotte M. Moore,	96	56	40	74	44	30	60	65	8	I. W. Blanchard.
5	Charlotte Poole,	76	39	37	64	35	29	49	49	8	" "
6	M. L. Everett,	94	46	48	72	38	34	57	57	5	N. Merrill.
7	Susan L. Sawyer,	108	59	49	51	35	26	52	52	7	James Adams.
8	J. M. Ranstead,	81	42	39	69	37	32	46	59	29	Solomon Hovey,
9	Martha S. Lothrop,	93	49	44	75	42	33	56	48	27	" "
10	Frances E. Smith,	117	59	58	94	48	46	67	81	6	Nathan Merrill,
11	Joanna S. Putnam,	96	45	51	81	43	38	56	71	8	" "
12	Elizabeth A. Lord,	94	56	38	83	50	33	61	61	4	O. C. Everett.
13	Martha E. Lincoln,	88	45	43	77	43	34	51	65	9	James Adams.
14	Sarah E. Smith,	109	53	56	84	48	36	61	71	10	" "
15	Jane E. Rugg,	99	43	56	86	34	52	52	77	4	O. C. Everett.
16	Abby E. Hinckly,	117	59	58	101	51	50	80	85	6	James Fogg.
17	Emily S. Fernald,	97	42	55	83	36	47	52	60	7	James G. Fuller.
18	Ellenora Butts,	131	73	58	77	38	39	54	66	8	" "
19	Louisa W. Huntress,	112	60	52	81	48	33	62	70	8	Edw. Thorndike.
20	Elizabeth C. Hunting,	77	36	41	67	29	38	38	50	2	James G. Fuller.
21	Louise J. Hunting,	76	37	39	71	37	34	54	61	8	John Sanborn.
22	Frances M. Lane,	72	38	34	60	31	29	52	45	10	" "
23	Mary A. Osgood,	82	40	42	69	37	33	53	53	3	A. B. Shedd.
24	C. M. Chamberlain,	70	42	28	51	31	20	37	44	8	James Fogg.
25	H. M. Sanborn,	125	67	58	90	47	43	62	69	8	Edw. Thorndike.
26	E. H. Rodenburgh,	31	19	12	22	14	8	19	20	6	John Sanborn.
27	Louisa A Pratt,	135	57	78	103	46	57	57	78	3	Edw. Thorndike.
28	Mary M. Decoster,	66	34	32	60	26	34	48	48	10	O. C. Everett.
		2659	1352	1307	2128	1103	1020	1501	1726	229	

No. of Schools.	Primary Schools. — Teachers Names.	Location.	Whole Number Summer Term.	Boys.	Girls.	Number at close of Summer Term	Boys.	Girls.	Average Attendance.	Present at Examination.	Visits of Com.
1	Mary J. Brown,	B. H. School House,	110	54	56	80	40	40	58	57	5
2	W. B. Skilton,	Mead street,	142	60	82	70	34	36	75	75	6
3	H. H. Sampson,	Rear of 187 Main-st.,	111	55	56	76	39	37	59	57	14
4	C. M. Moore,	War. School-House,	102	59	43	88	47	41	68	77	10
5	Charlotte Poole,	Elm street,	85	45	40	65	39	26	50	58	6
6	Mary L. Everett,	Elm street,	105	56	49	80	44	36	67	60	6
7	Susan L. Sawyer,	Main street,	83	39	44	59	27	32	46	50	5
8	Julia M. Ranstead,	Bartlett street,	71	38	33	67	37	30	55	65	19
9	Martha S. Lothrop,	Bartlett street,	67	31	36	41	20	21	59	36	20
10	Frances E. Smith,	Common street,	120	61	59	77	42	35	55	53	14
11	Joanna S. Putnam,	Common street,	97	55	42	80	45	35	60	68	13
12	E. A. Lord,	Bow street,	105	58	47	85	48	37	65	72	8
13	Martha E. Lincoln,	"	101	50	51	83	44	39	57	65	5
14	Sarah E. Smith,	"	88	43	41	78	41	37	60	72	5
15	Jane E. Rugg,	"	122	54	68	98	44	54	70	78	10
16	A. E. Hinckly,	Common street,	107	59	48	75	41	34	60	63	13
17	Emily S. Fernald,	B. H. str., at Point.	100	49	51	79	39	40	50	62	8
18	Ellenora Butts,	" "	102	57	45	73	26	47	54	54	10
19	L. W. Huntress,	Moulton street,	91	49	42	75	37	38	58	62	3
20	E. C. Hunting,	Winthrop street,	78	32	46	68	28	40	39	43	4
21	Mary F. Wyman,	Bartlett street,	85	41	44	80	41	39	52	54	14
22	Frances M. Lane,	" "	66	36	30	66	36	30	48	52	13
23	Mary A. Osgood,	Haverhill street,	83	39	44	63	29	34	45	53	4
24	S. T. Croswell,	Common street,	63	34	28	60	31	29	42	44	14
25	H. M. Sanborn,	No. 2, Ward Room,	113	60	53	98	53	45	69	75	5
26	E. H. Rodenburgh,	Almshouse,	39	23	16	22	13	9	21	21	6
27	Louisa A. Pratt,	Bunker-Hill,	160	79	81	120	59	61	69	85	10
28	Mary M. Decoster,	Ward Room, No. 2,	79	33	46	65	34	31	43	44	11
			2675	1349	1326	2071	1068	1008	1556	1655	262

The statistics of these schools will show clearly one unfavorable condition for a good school—the large number of scholars the several teachers have had under their charge. In some cases these have been accommodated in small-sized rooms. This is not only most unfavorable to the progress of the pupils, but it is a severe tax on the health of the teacher. Two additional schools have been established the past year; the first in Ward Two, which is kept in the Ward House; the last one in the neighborhood of numbers two and three, in Ward Room of number three. Though every endeavor has been made, by equalizing the districts as far as localities will permit, to equalize the schools, yet there are several schools consisting of over a hundred pupils.—Hence there will be a necessity for larger appropriations for this department the next year. That these interesting schools should be properly accommodated—that each pupil should have a separate seat—that the rooms should be airy—that the locations should be healthy—that care should be used as to comfort and convenience—are what the citizens will expect; and as the number of children increases, there is no other way but to increase the school rooms and teachers.

The semi-annual Reports of the Sub-Committees state the deficiencies and the excellencies of each. Most of them are favorable to their condition. When the school is in an unsatisfactory state, the reasons are generally found in causes outside of the school room. The following is a specimen of one of the unfavorable reports as to a Primary School: "The teacher of this school complains much of disorderly conduct, idleness and truancy. There are several scholars too old for the Primary, and not qualified for the Grammar School. It is hoped the Intermediate School will remove this difficulty. The appearance of this school was not so good as your Committee hoped to find it. This deficiency is

owing in part, no doubt, to the irregularity in their attendance, and to other causes, not under the control of the teacher." A school of a different character is thus characterised: "This school was examined by the Committee in the presence of quite a large number of the childrens' friends. It was very gratifying to see so much interest manifested by the parents, and undoubtedly it has exerted a very beneficial influence upon the whole school. The exercises were very interesting, showing great fidelity on the part of the teacher, and an evident interest on the part of the pupils. There was a promptness and distinctness in the recitations which was highly commendable, and a thoroughness which evinced great care and attention in the instructions."

The exercises of these schools are interesting, and the studies are important; and an intelligent and devoted teacher may do a salutary and permanent service. But this requires on her part the requisite degree of self-culture, both of disposition and of mind; for habitual self-government is necessary in order to maintain an easy school government, as accurate knowledge of the things to be taught is a necessary basis for correct teaching. It is true that the studies pursued in these schools are few and simple. In going through with them, however, much may be done to promote the future progress of the good scholar, both as to knowledge and as to habits and love for school. Indeed, the manner as to reading and the training as to behavior, will be felt sensibly in the Grammar and the High Schools. It is, therefore, important that the instruction should be accurate; that the vocal organs should be properly trained while they are so pliant; that the entrance to the portals of knowledge and mental discipline should be made attractive and cheerful by kindness, and sympathy and good judgment. Such has been the object of the Committee as to these schools. It has been

attained to a reasonable extent in some of them, and should be reached in all.

INTERMEDIATE SCHOOL.

The Intermediate School was established for a class of children who were too old to be instructed in the Primary Schools, and not far enough advanced to enter the Grammar Schools. In addition to these, on going into operation, "it gathered into it," the first report in November states, "others of a different class, and these influenced unfavorably the school, as they were not brought into that subjection or into that interest in their studies which is desirable." It has received quite a number who never enjoyed any instruction in early childhood. It is therefore characterized as an experimental school. After a full report of its difficulties, its struggles through them and its progress, the Committee state that they "still think this school is actually needed, and may become a very efficient help in the present system of public instruction." On the examination, three boys and three girls were found to be qualified to enter the Grammar School. It then had 49 scholars—33 boys and 16 girls. The average attendance was 29. The whole number during the term was 58—40 boys and 18 girls.

GRAMMAR SCHOOLS.

The following table contains statistics of the Grammar and High Schools :—

SCHOOL RETURNS,

AT THE SEMI-ANNUAL EXAMINATIONS.

HIGH AND GRAMMAR SCHOOLS.

	Term ending April, 1853.								Term ending Nov. 1853.							
	Whole Number of Scholars for the Term.	Boys.	Girls.	Number at its close.	Boys.	Girls.	Average attendance.	Present at Examination.	Number of visits of School Committee.	Whole number of Scholars for the Term.	Boys.	Girls.	Number at its close.	Boys.	Girls.	Average attendance.	Present at Examination.	Number of visits of School Committee.
High School- - - -	93	40	53	79	32	47	82	79	—	106	44	62	86	37	49	89	86	—
Bunker Hill, - - No. 1.	170	95	75	154	84	70	130	142	—	206	103	103	177	93	84	141	—	18
do. - - - No 2.	153	82	71	131	59	72	115	109	—	120	63	57	113	61	52	—	110	16
Warren School, - No. 1.	192	102	90	174	97	77	150	167	24	212	115	97	159	83	76	143	155	16
No. 2.	228	101	127	194	92	102	181	181	18	250	116	134	208	98	110	177	186	15
Winthrop School, - No. 1.	244	125	119	207	107	100	173	173	24	241	122	119	194	107	87	168	173	20
No. 2.	254	124	130	180	84	96	152	167	23	235	110	125	185	92	93	138	177	32
Harvard School, - No. 1.	225	109	116	197	99	98	174	186	15	229	118	111	190	97	93	170	176	24
No. 2	213	119	94	169	97	72	143	152	12	233	141	92	188	107	81	152	152	18
	1772	897	875	1485	751	734	1300	1356		1832	932	900	1500	775	725			

BUNKER HILL SCHOOLS.

Bunker Hill School, Number One, is under the charge of Laurin F. Cook, Principal; and Annie M. Lund and Caroline Phipps, Assistant Teachers. Number Two, is under William H. Saunders, Principal; and Sarah J. Knights and Martha A. Bigelow, Assistants.—The Sub-Committee are Isaac W. Blanchard, Solomon Hovey and A. B. Shedd.

Both of these schools, under the able instruction of their late teachers, Messrs Saunders and Atwood, attained to a high reputation. In the semi-annual report of May, the Sub-Committee state: "In the first official visit which your Committee paid to these schools, they were most agreeably impressed with the good order and general deportment of the scholars, and with the courteous and dignified bearing of the teachers. Subsequent visits have fully confirmed those favorable impressions, and at the recent examination abundant proof was given that the method of instruction pursued in these schools is of the most thorough and practical kind." The November report expresses the belief that the good reputation which these schools have attained, will suffer no diminution under their present teachers.

WARREN SCHOOLS.

Warren School, Number One, is under the charge of George Swan, Principal; and M. J. Chandler, N. R. Sampson, and Margaret Veazie, Assistants. Number Two is under Joseph T. Swan, Principal; Sarah J. Chandler, Mary M. Mayhew and Ann E. Chandler, Assistants. The Sub-Committee are O. C. Everett and Warren Rand.

The Sub-Committee, in their May report, stated that School Number One had evidently suffered from a change

of assistants, as it did not present a uniform thoroughness in all the divisions; but it spoke in high terms of the order and quiet which generally prevailed in the school, and of the interest manifested by the pupils in their general attendance. The November report speaks in gratifying terms of the improvement perceptible in the school, and the progress made in all the divisions; and expresses the confident expectation, "that the whole school will raise its standard, if the present efficient corps of teachers can be secured for some length of time." The May report remarks of School Number Two, "that it continues to bear a good name for thoroughness, good order, and general interest;" and the November report, after detailing the appearance of each division on the examination, closes by commending this school to the continued confidence and regard of the community. These schools are so crowded that there are more scholars than there are seats. Of both the schools this report remarks: "It is to be hoped that no material change will be made in either school for a long time, that they may both attain to the highest standard through a constant and progressive course of instruction, and so strengthen the mutual affection and confidence of teachers and pupils."

WINTHROP SCHOOLS.

Winthrop School, Number One, is under the charge of B. F. S. Griffin, Principal; and Sophia W. Page, R. S. Richardson, and Anna Delano, Assistants. Number Two, is under S. S. Willson, Principal, and Misses I. A. Bridge, A. M. Gregory, and E. A. Richardson, Assistants. The Sub-Committee are Edward Thorndike, James G. Fuller, and John Sanborn.

In the winter term, No. One, suffered from a change of teachers,—the appointment of Mr. Coffin having been

followed by great insubordination. The Sub-Committee in May remark: "A change of teachers, by the substitution of one good teacher for another of equal merit, is always productive of embarrassment or retrogradation, but much more so when a good teacher is succeeded by a poor one." These remarks will apply forcibly to the change caused by the resignation of Mr. Anderson, and the appointment of Mr. Coffin, his immediate successor. It will require time to re-establish the former high standard of this School. "In the November report, the Committee state that this school, on the examination, exhibited improved order and discipline, aptitude in teaching faithfully applied by the teachers, and a fair degree of proficiency in the several divisions of the school. The insubordination which existed when the present master was appointed, has ceased, and a good understanding prevails." Number Two has not suffered from change of teachers. The Sub-Committee in their May report state "That this school is overrun with scholars entitled to its privileges; their number largely exceeding the number of seats for their accommodation. Depletion must be resorted to by some process to "some extent, or the school will fail to afford the advantages which the pupils are entitled to." In November, the Committee states that this School at the examination "exhibited faithful and well directed service on the part of the Teachers, and commensurate improvement among scholars availing themselves of the advantages of their labors." Both schools, the Committee say, "are in a crowded condition since the regular accessions for the last Term from the Primary Schools, and it may be regarded as a case needing speedy relief."

HARVARD SCHOOLS.

Harvard School, Number One, is under the charge of C. S. Cartee, Principal; A. O. Rollins, T. T. Stockman, and S. F. Kittredge, Assistants. Number Two, is under Joseph B. Morse, Principal; and Julia Morton, Elizabeth Swords, and H. E. Knights, Assistants. The Sub-Committee are Nathan Merrill, James Adams, and James Fogg.

The Sub-Committee, in May, in commending the general progress of School Number One, remark: "It is believed that more time and attention should be given to the attainment of a higher degree of correctness in orthography, both written and oral. The acquirements in this branch of study, in the Harvard School, do not, perhaps, fall below the average in other schools, public or private. So far as we can learn, the impression prevails in the minds of many intelligent friends of education, as it does in our own, that this important subject is too often lost sight of in the desire to advance in what are supposed to be higher and more important studies. This is not as it should be. We, therefore, do not hesitate to recommend a renewed exertion to the attainment of a higher degree of perfectness in this study." Of Number Two the Committee remark that "the examination was highly satisfactory, and the results, produced by the efforts of the corps of Teachers, reflect great credit on their ability and skill."

The Harvard school-rooms have been re-arranged during the last year. The Halls and Recitation-rooms of each have been divided by partitions into four apartments. But these are so constructed that the blackboards make a part of the partitions: and these boards can be raised, so that the principal, for the general exercises, can have a view of the whole school. Thus the interruptions necessarily caused by the pupils leav-

ing the seats for the recitation-rooms are avoided; there is no confusion from having two recitations in one room; the pupils are under the immediate eye of the teacher who instructs them; and the space occupied by the Recitation-rooms is all occupied and the capacity of the School-rooms is enlarged. This important change, thus far, appears to be a decided improvement; and the Board look confidently to see a corresponding progress in the studies. The Sub-Committee, in their November report remark in relation to this change:— "The separation of the Halls into four rooms gives great satisfaction to both Teachers and pupils; and your Committee express with confidence the hope, that, at no distant day, the other schools of our city may enjoy similar advantages."

HIGH SCHOOL.

The High School is under the charge of A. M. Gay, Principal; Charles F. McDonald, Sub-master, and Mrs P. G. Bates, Assistant. The Sub-Committee are James Adams, O. C. Everett, I. W. Blanchard, and James G. Fuller.

The reports as to the condition of this school have been uniformly of a favorable character. In November the Sub-Committee report that it "maintained its position as an honor to the city, and a blessing to its youth." The recitations, with few exceptions, are stated to have been satisfactory, and to indicate "faithfulness on the part of the teachers and diligence and application on the part of the scholars." The report remarks:—"While this school has during the last five years been furnishing the means of mental discipline to more than three hundred and fifty of our children, it has also given proof of its practical usefulness by preparing our sons for college and the various pursuits of

business life, and our daughters for increased usefulness in social life and for the highly important duties of teachers—more than twenty of whom are now employed in our Grammar and Primary Schools. And we have good reason to expect, that most of these teachers having been thoroughly instructed in the Latin language, will, with a few years' experience, be more successful in giving instruction in the English language than the graduates of the State Normal Schools, where the Latin is not taught; in fact, it is almost impossible for a person to become a good teacher of the English language without a thorough knowledge of the Latin, from which so large a portion of the English is derived."

This interesting institution, with the advantages of a well-appointed academy, is renewedly commended to public confidence. By an impartial method, in which merit is the only test, such pupils of the first classes of the Grammar Schools as succeed in reaching a required standard, gain admission into it. Here they have ample means to pursue the work of mental culture—an excellent school room, appropriate philosophical apparatus, a well-selected library, and capable and faithful teachers. It is only necessary that these opportunities be properly improved by good scholars, to enable them to graduate with such mental discipline and such attainments as shall carry them creditably into college or into active life. The appearance of the school is such as indicates that these opportunities are appreciated. Its order is excellent, which is maintained without difficulty; and the recitations indicate commendable proficiency in the various branches of study which are pursued. In a word, the school has the aspect of a High School. It is necessary that it should always retain that standard, both in order to do a benefit and not an injury to the Grammar Schools, and to meet the important ends of its establishment.

GENERAL REMARKS.

The thorough semi-annual examinations by the sub-committees of the several schools, and the annual exhibitions, give renewed confidence in the beneficial character of the system of public instruction which this community maintains. The motto of Charlestown has ever been that of progress in this department of her municipal duties; and on a wise and liberal foundation to incorporate any well tried improvement. Such undoubtedly will be the motto in the future. The patriotic and the good can have but one desire, and that must be to make this system as perfect as it is practicable.

The principle that every child should have a right to share educational advantages, and that property should pay for them, is a sound one; and were an order to go out depriving any portion of the youth from the enjoyment of this right it would create a stamp-act ferment. And yet its no less strange than true, that there are in this city as in every large city, many who do not avail themselves of the priceless advantages that are thus so freely provided for them. This neglect is intimately connected with the subject of juvenile vagrancy and crime. During the past year efforts have been made to check this in this city. Though the truant laws have been in force, yet the milder corrective process of personal intercourse with the youth and with parents and guardians has been more effectually resorted to.

The Board appointed Rev. O. C. Everett, one of its number, as a special agent to look after truants and he was induced to accept on the understanding that he was to act rather the part of a friend and counsellor than that of a police. In such a spi-

rit he applied himself to efforts to check the neglect of early opportunities for instruction, and his labors have been both with the parents and with the young. In the discharge of such a duty he has made an elaborate report to the Board containing the results of his observations.

On applying to the teachers of the Grammar Schools, the gratifying fact was established that truancy, among their regular pupils, was not an extensive evil. Two of the schools afforded a list of two each, one of four, and one of ten names. Thus truancy, or absence from school without the parents' permission, was not a wide-spread evil. Absence from school with the consent of parents is no uncommon occurrence. But another gratifying fact was elicited; that the great irregularity in the attendance was on the part of a few, which, of course, depreciated the average attendance of the whole school.—Even with this drawback of a few, the average attendance of the regular pupils is significant, for in the first divisions of the Grammar School it is as high as eighty-seven per cent., and in the lower divisions it does not fall below eighty-one per cent. On this result the report remarks, "When we consider the great diminution in averaging which is caused by the irregular attendance of a very few, and especially by the great diminution of members on stormy days, we may well be proud of our excellent system, showing a very fair interest on the part of pupils and parents, and that the teachers have not been idle or labored in vain. There is doubtless more irregularity than there ought to be. Many trifling excuses are allowed which a proper regard for the importance of education, will not for a moment tolerate. We may take courage however that the system of education here established works, if not perfectly, yet admirably."

The report of the agent presents facts of interest as to the localities where the most neglect to attend school is seen, and as to the causes of this neglect.—He names three, the Fitchburg Railroad Depot, the Point, and the Navy Yard Gate. The report remarks as to the latter :

"I visited more frequently in the neighborhood of the Navy Yard gate, and have succeeded in securing several at the intermediate school. Several also found employment. My visits thus far seemed to have had some influence as they bestirred the young, or their parents, to seek situations of usefulness. I endeavored to see and speak with the parents and their children, and to set before them the advantages of education, and the evils of vagrancy and ignorance. In a few cases I provided suitable clothing and so encouraged their attendance on school."

In relation to the causes of truancy the report states :—"I have endeavored to find the causes of truancy, that some remedy may be suggested. The evil exists chiefly among the children of foreign parents and proceeds in part from the ignorance, poverty and inefficiency of parents, and in part from the temptations to which the young are exposed, and in part to the want of interest in their schools and studies. An efficient parent will not allow the habit of truancy to be formed, and an intelligent parent will not be deceived, blinded, cajoled by the artifices and excuses of the young. The first offences are too often palliated and excused, and later offences are committed and unheeded. Many parents, therefore, have only their own weak folly to blame for the confirmed truancy and gross ignorance of their children.

"The poverty of parents sometimes leads to this evil. The mean and ragged garment deters the young from attendance. The tardiness occasioned

by the disorderly habits of the household, and by the irregularities of the time-piece, induces others to stay away, while the ignorance or absence of the parent prevents an excuse being written or obtained.—The scanty supply on the table drives others into the streets to improve any opportunity to get a few coppers, wherewith to gratify more than the cravings of hunger. So far as the parents are in fault, this can be remedied only by timely aid and judicious counsel. They need friendly visits from teachers, that they may be informed of the regulation of the school and the government of the teachers, and encouraged in their endeavor to manage a numerous household and prepare them for a decent appearance in school."

The great object is to induce all the youth of the city to avail themselves of the benefits of a thorough system of education. But it is too true that there are numbers here who in the dawn of life neglect such opportunities. In such cases the causes may be traced to deficient home management. Some pursue a course of vagrancy, others neglect school to gain the pittance necessary to support their parents ; a few are truants ; some are are stained with early crime. Juvenile neglect, and carelessness, and depravity are the usual incidents of City Life. How many of the youth of this population are thus growing up there is no means of knowing. The city has no adequate means provided whereby properly to treat this juvenile disease. It needs a house of reformation for juvenile offenders. During the last year, in a few cases of pilfering, the offenders have been sentenced to the State Reform School.

This subject is earnestly commended to parents and guardians. In connection with it, is the pre-

valent habit of allowing boys who attend school to be in the streets evenings, and even until late at night. This practice is pregnant with many evils.—In fact the whole system of home management bears intimately and powerfully on the welfare of the schools. It should be constantly remembered that the parents, guardians, or friends of the pupils can do much to aid the teachers and the committee in the work of education. Indeed it is not so easy to measure the extent, as it is to witness the effects, of Home Influence on the public schools. It can injure them or it can benefit them. It can add to the evils of tardiness and absences by undue indulgence in granting excuses, or it can ensure regular attendance by constantly enjoining punctuality; it can render healthy government difficult if not impossible by listening too readily to exaggerated representations as to discipline, or it can make discipline easy and salutary by conferring in a spirit of confidence with the Committee or teachers in difficult cases, and by inculcating the duty of cheerful obedience to the rules of the school; it can make a resort to corporal punishment at times a necessity by relying on it as the chief means to ensure good behavior, or, by habitually employing the modes of kindness and persuasion, it can do much to banish the rod entirely from the school room; it can be indifferent to the intellectual or moral progress of the scholar, and thus beget indifference in return, or it can keep the watchful eye on the conduct and exhibit the sympathizing interest in the studies, and thus awaken powers, foster zeal, and encourage youthful and susceptible minds and hearts to go steadily on in the path of progress. The proper Home Influence most assuredly will aid immensely the efforts of the capable and faithful

teacher; and the great fact cannot be too often or too earnestly presented.

The care of the schools has become as important as it is laborious. The duty of watching the progress of thirty-six hundred children, of seeing that no abuse creeps into their government or that no sluggishness pervades their instructors, is of itself an onerous work. It would be beneficial to have the criticism of one fully competent mind on all. In addition to this there are the varied labors of discipline, the care of the rooms and the selection of teachers. So large has become the interest to be looked after that the expediency of employing a Superintendent of the Schools has been often suggested. This, however, the Committee leave for the consideration of their successors, with the expression of the opinion that such an officer would render valuable service to the city.

The Committee, with this suggestion, resign the charge of the Public Schools. Their endeavor has been, as it has been that of their predecessors, to gather in them the youth of the city, that they may profit by appropriate moral and mental culture.—Opportunity for this has been provided in the spirit of a wise equality; for the community bears a like relation, as the educational parent, to the friendless orphan and the child of prosperity, and therefore, as matter of right, as to the schools, both stand on the same footing. It is needless to dwell on the priceless value of such institutions or of their rich perennial fruits. They are appreciated by all who hold right views of the duties of government or of the proper objects of society. This community have ever taken a just pride in its schools and it will unite in keeping them free from political partizanship or re-

ligious sectarianism. That the system by which they are conducted, has arrived at perfection, none will affirm, but it is believed that it will compare favorably with the systems of other places. As such the Board commend our schools renewedly to public confidence.

By order of the Committee.

RICHARD FROTHINGHAM, Jr.,
Charlestown, Dec., 1853. Chairman.